

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

WALKING THROUGH THE JUNGLE

- I. **Rationale** - This lesson is important because it teaches students to identify rhyming words. This lesson will allow the children to come up with a setting for the story. This lesson is also important because it introduces the consonant Ww. Students will learn how to properly write the letter W.

II. Goals and Objectives -

- a) Instructional goals: This lesson is intended to build on the student's skills at identifying rhyming words. This lesson is also intended to teach children how to identify a proper setting in a story, as well as introduce the consonant Ww.
- b) Specific goals: Students will be able to identify the two rhyming words out of a list of three words. Students will be able to label a proper setting. Students will be able to handwrite the letter Ww.
- c) West Virginia Content Standards and Objectives:
 - (1) RLA.O.K.1.03 - manipulate onset and rime (word families).
 - (2) RLA.O.K.1.08 - recognize that print conveys meaning.

- (3) RLA.O.K.2.02 - use writing and other methods for self-expression
(e.g., drawing pictures, using letters or phonetically spelled words,
telling, dictating, making lists).
- (4) RLA.O.K.3.01 - listen, recite and respond to familiar stories, poems,
nursery rhymes, songs and stories with repeated patterns.

III. Essential Question(s) -

- 1. What do you think the girl might be doing?
- 2. What can you tell about a jungle from looking at the cover?

IV. Procedure -

a) Lesson introduction:

Rhyme identification - This lesson will begin by having the students identify the two rhyming words out of the list of three words.

Read aloud - Testing background knowledge related to the subject of the jungle. Ask the essential questions listed above.

Phonics - (consonant /w/). Students will be able to identify and write the letter Ww.

b) Lesson development:

- (1) Identify rhyming words.
- (2) Read Walking Through the Jungle together.
- (3) Students will reflect on the reading by drawing an event from the story.
- (4) Introduce the consonant Ww.

(5) Have the students practice writing their lowercase and uppercase W's.

c) Lesson closure:

As we wrap up the consonant W we will introduce words that begin with the letter W from the next days lesson.

d) Lesson contingency:

If there is extra time available students will be given a blank sheet of paper and asked to fill the entire paper with Wws and circle their best one.

V. Daily (formative) Student Assessment - Students will be assessed on their rhyming identification. Students will also be assessed on their written work about the setting and an event from the story. Students will also be assessed on their written work on the letter Ww.

VI. Materials, Equipment, and Resources -

- a) Textbook, Walking Through the Jungle, word cards.
- b) Paper, Crayons.

VII. Modifications for Diverse Learners -

A list of the rhyming words will be available to diverse student learners.

VIII. Reflection -

Walking through the jungle went pretty well. Students participated in the story very well. Student's were to reflect on the story by drawing their favorite part of the story and writing a sentence about that selection of the story.